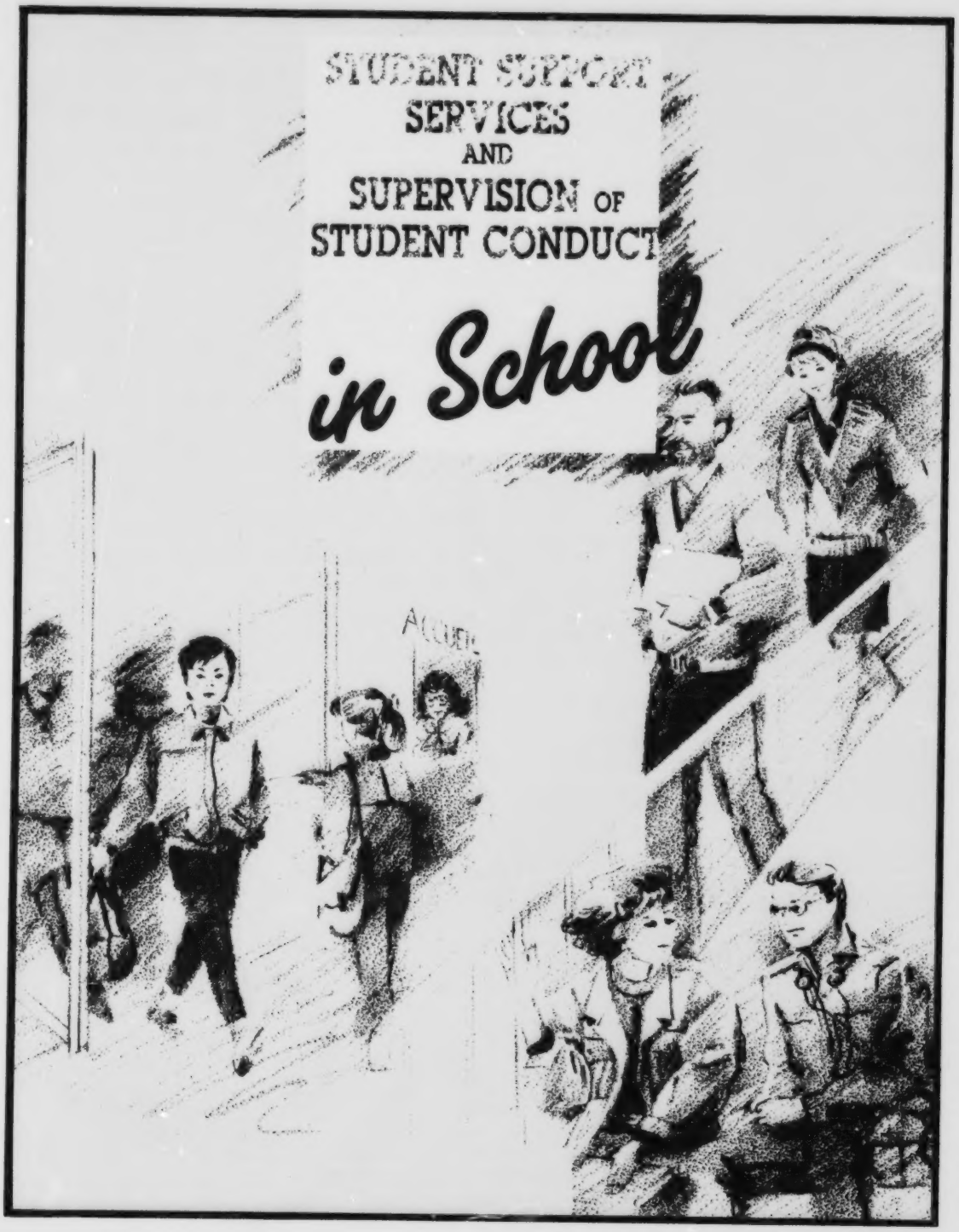
STUDENT SUPPORT SERVICES AND SUPERVISION OF STUDENT CONDUCT *in School*



WORKSHOP

Québec

91-05043/

STUDENT SUPPORT SERVICES AND SUPERVISION OF STUDENT CONDUCT *in School*

WORKSHOP

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"The type of image projected by the school, particularly to its students, depends in large part on the quality of the learning environment. To successfully complete their studies, students need support, encouragement and guidance."

School: A Place to Grow, p.20

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INTRODUCTION

This workshop grew out of a concern for students. Since they are living and growing up in contact with the adults that work in the school, it is important for their sake to discuss support services and supervision. If support services are understood as that which gives students a sense of well-being and makes them feel good about coming to school, and supervision as that which enables them to develop in a climate of respect and responsibility, it is clear that few educators can remain indifferent to this dimension that profoundly affects the quality of life in the school.

Hopefully, as a result of these activities and after receiving feedback from their students, who are, after all, their main concern, participants will have new-found energy for improving student support services and supervision in their schools.

GOAL AND OBJECTIVES OF THE WORKSHOP

The goal of this workshop is to provide school teams with guidelines that will help them improve the quality of support services and supervision in their schools.

The objectives are:

1. to understand the various factors involved in examining support services and supervision in a given setting;

2. to understand the importance of a quality adult-student relationship as a primary factor in providing successful support services;

3. to become familiar with several types of models that can help a school develop good support services;

4. to identify ways of improving support services and supervision in the school;

5. to become aware of the essential concepts of the helping relationship.

WORKSHOP OUTLINE

GETTING STARTED: Participants discuss what they expect from the session and the leader presents the goal of the workshop.

Duration: 20 minutes

Lead-in Activity: Expectations and Objectives

STEP 1: STUDENT SUPPORT SERVICES AND SUPERVISION OF STUDENT CONDUCT IN SCHOOL

Examination of the school teams' experience with support services and supervision.

Duration: 3 hours and 5 minutes

SUPPORT SERVICES

Activity 1.1: Definition and Objectives of Student Support Services

Activity 1.2: Characteristics of Students, the School Team and the School

Activity 1.3: Defining the Objectives of Student Support Services

SUPERVISION

Activity 1.4: Definition of Supervision

Activity 1.5: Essential Conditions for Quality Supervision

Activity 1.6: Models of Supervision in the School

STEP 2: THE ADULT-STUDENT RELATIONSHIP

Understanding the importance of the adult-student relationship.

Duration: 45 minutes

Activity 2.1: Student Needs

Activity 2.2: Sharing Experiences

Activity 2.3: Reference Texts

STEP 3: MODELS FOR STUDENT SUPPORT SERVICES

Examination of some types of experiences that can help a school deliver good support services.

Duration: 2 hours

Activity 3.1: Models for Support Services

Activity 3.2: Experiences with Support Services

STEP 4: CHOOSING CONCRETE MEASURES FOR IMPROVING SUPPORT SERVICES AND SUPERVISION

Identification of concrete measures aimed at improving support services and supervision in the school.

Duration: 5 hours and 50 minutes

SUPPORT SERVICES

Activity 4.1: Steps for Choosing Support Service Models

Activity 4.2: Establishing Objectives for Support Services

Activity 4.3: Roles of School Personnel in Providing Support Services

Activity 4.4: Evaluation of Essential Conditions for Quality Support Services

Activity 4.5: Concrete Measures and the Development Plan

SUPERVISION

Activity 4.6: Evaluation of Supervisory Measures

STEP 5: THE HELPING RELATIONSHIP

Familiarization with the basic concepts of the helping relationship and exploration of some of the skills associated with it.

Duration: 5 hours and 5 minutes

Activity 5.1: Definition of the Helping Relationship

Activity 5.2: Developing Skills for the Helping Relationship

Activity 5.3: Basic Elements of the Helping Relationship

Activity 5.4: A Strategy Model for the Helper in the Helping Relationship

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EVALUATION OF THE WORKSHOP

Determining to what degree the objectives for each step were attained.

Duration: 15 minutes

Evaluation Activity: Completing the Evaluation Questionnaire

ACTIVITIES
(Check off activities selected.)

STEP 1: Student Support Services and Supervision of Student Conduct in School, p.5 3 hrs. 5 min.	STEP 2: The Adult-Student Relationship, p.39 45 min.	STEP 3: Models for Student Support Services, p.51 2 hrs.	STEP 4: Choosing Concrete Measures for Improving Support Services, p.91 5 hrs. 50 min.	STEP 5: (optional) The Helping Relationship, p.121 5 hrs. 45 min.
1.1 Definition and Objectives of Student Support Services, p.8 ☐ 30 min. 1.2 Characteristics of Students, the School Team and the School, p.15 ☐ 45 min. 1.3 Defining the Objectives of Student Support Services, p.20 ☐ 50 min. 1.4 Definition of Supervision, p.25 ☐ 15 min. 1.5 Essential Conditions for Quality Supervision, p.32 ☐ 15 min. 1.6 Models of Supervision in the School, p.35 ☐ 30 min.	2.1 Student Needs, p.42 ☐ 15 min. 2.2 Sharing Experiences, p.44 ☐ 20 min. 2.3 Reference Texts, p.46 ☐ 10 min.	3.1 Models for Support Services, p.54 ☐ 1 hr. 3.2 Experiences with Support Services, p.76 ☐ 1 hr.	4.1 Steps for Choosing Support Service Models, p.94 ☐ 20 min. 4.2 Establishing Objectives for Support Services, p.96 ☐ 1 hr. and/or 4.3 Roles of School Personnel in Providing Support Services, p.100 ☐ 45 min. and/or 4.4 Evaluation of Essential Conditions for Quality Support Services, p.106 ☐ 45 min. 4.5 Concrete Measures and the Development Plan, p.114 ☐ 1 hr. 4.6 Evaluation of Supervisory Measures, p.116 ☐ 1 hr. 15 min.	5.1 Definition of the Helping Relationship, p.124 ☐ 15 min. 5.2 Developing Skills for the Helping Relationship, p.129 ☐ 2 hrs. 20 min. 5.3 Basic Elements of the Helping Relationship, p.138 ☐ 45 min. 5.4 A Strategy Model for the Helper in the Helping Relationship, p.146 ☐ 1 hr. 45 min.
Total Duration of Activities Selected for Step 1:_____	Total Duration of Activities Selected for Step 2:_____	Total Duration of Activities Selected for Step 3:_____	Total Duration of Activities Selected for Step 4:_____	Total Duration of Activities Selected for Step 5:_____

PRESENTATION OF THE WORKSHOP

This workshop was developed so that participants could examine some of the aspects of student support services and supervision of student conduct as described in the document entitled *Student Support Services and Supervision of Student Conduct in School*.[1] It is aimed at helping them develop skills in their relationships with students and at facilitating the implementation of concrete measures for improving these services in the school.

The workshop is divided into five steps which treat the various objectives in greater depth. It is very important for the workshop leader to be aware of the specific needs of the schools and the teams participating in the workshop. This two-day, 10 hour session includes a little over 16 hours of possible activities aimed at attaining the objectives. Activities should therefore be chosen not only according to the needs of the school and previously identified interests but also on the basis of the workshop leader's personality, the time available and the people in the group.

The lead-in activity can help clarify what avenues to pursue. As the session progresses, the workshop leader will also get to know the particular interests of the group, which should be borne in mind.

Ideally, the workshop is given on two consecutive days, thereby assuring that participants remain actively involved from beginning to end. However, the steps can be divided up over days or half-days, depending on training projects and available professional development days.

Activities for each step are identified by a number indicating their place within the step. Activity 2.1, for example, is the first activity in Step 2.

Materials used in the activities (worksheets, texts and answer sheets, when

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[1] Québec. Ministère de l'Éducation, *Student Support Services and Supervision of Student Conduct in School: Orientation Document*, Code 28-1975A (Québec: ministère de l'Éducation, 1989).

required) can be found at the end of the description of activities. They are all marked with the number of the corresponding activity, as well as with an additional number indicating the order in which they are to be used within that activity. All numbers identifying worksheets are preceded by a W. For example, W.1.3.2 indicates that it is the second worksheet for the third activity of Step 1. Worksheets with several pages are identified by the letters a, b, c, and so on, at the end of the number.

Notes: After having chosen the activities that will be used in the session, the workshop leader can either put together a participants' manual to be distributed at the beginning of the session, or hand out worksheets as required for the various activities.

Materials identified by a T can be reproduced on transparencies for those wishing to use an overhead projector.

GETTING STARTED

Lead-in Activity: Expectations and Objectives

Objectives: To give participants the opportunity to clarify what they expect from the workshop and to share their ideas with the group.
To present the workshop objectives.

Procedure: **Individually** (5 minutes)

The workshop leader asks participants to write down (W.1):

- what they expect from the workshop;
- what they would like to hear discussed;
- questions they might have with regard to their particular school;
- their reasons for attending the workshop.

Entire Group (15 minutes)

The workshop leader goes around the table asking participants to give their expectations and writes them down on a large sheet of cardboard or paper, which can be kept for the duration of the workshop.

Based on the group's expectations, the workshop leader presents the objectives of the session, making it clear from the outset what will and will not be discussed.

Materials: Worksheet W.1 for participants
Large sheet of cardboard or paper to write down expectations
List of workshop objectives

My expectations:

The group's main expectations:

STEP 1

STUDENT SUPPORT SERVICES AND SUPERVISION OF STUDENT CONDUCT IN SCHOOL

"The goals of student support services and supervision of student conduct are: to create a school atmosphere which promotes quality learning, contributes to the students' development of a sense of belonging to the school, and meets students' needs for support."

School: A Place to Grow, p. 21.

PRESENTATION

The objective of this step is to introduce the various elements that will enable participants to examine student support services and supervision as experienced in their schools.

In this step and in Step 4, student support services and supervision will be treated separately.

1.1 Student Support Services

First, participants are given a definition of student support services. Next, they are asked to describe their schools in terms of the characteristics and needs of their students. They will then establish the characteristics of their school teams and the school environments.

In the final activity, participants are presented with the objectives of student support services. They analyze the experiences of their school teams with respect to these objectives.

1.2 Supervision of Student Conduct

The second half of this step will provide the group with the definition of the supervision of student conduct and with the essential conditions for quality supervision.

Participants then examine supervision experiences in their schools to determine what measures have been implemented.

It is important to devote sufficient time to Step 1, since it will serve as a reference for activities in Step 4, in which participants evaluate the quality of student support services and supervision in their schools based on the ideas and information gathered in this step.

Activity 1.1: Definition and Objectives of Student Support Services

Objectives: To understand the definition of student support services.
To become familiar with the objectives of student support services.

Procedure: **Individually** (5 minutes)

Participants write down their own definitions of support services (W.1.1.1).

In teams of 3 or 4 (5 minutes)

After hearing team members' definitions, the team chooses a key word from these definitions, which will be presented to the group.

Entire group (20 minutes)

The workshop leader writes each team's key word on the board.
Note: These key words give the workshop leader an idea of the group's perception of student support services. When explaining the definition to the group, he or she can come back to certain key words and also raise points that were not mentioned.

The leader then presents the definition given in the document entitled *Student Support Services and Supervision of Student Conduct in the School: Orientation Document*, which participants write down on W.1.1.1. Using Section 3.2 of the *Orientation Document*, he or she explains the definition and participants note important points on W.1.1.3.

To conclude this activity, the workshop leader points out the connection between the documents *School: A Place to Grow* and

Student Support Services and Supervision of Student Conduct in School.

The latter is one of several documents in which various types of student services are described. It is based mainly on the document *School: A Place to Grow*, specifically the section devoted to student support services and supervision. The following objectives for student support services are given in this document and are also listed on W.1.1.4:

1. To create a school atmosphere which promotes quality learning, contributes to the students' development of a sense of belonging to the school, and meets the students' need for support;

2. To assist students in solving problems related to their development and learning;

3. To foster quality teacher-student relations in order to create an atmosphere in which students feel secure;

4. To make available specialists who can provide personalized support services suited to students' needs.[1]

Materials: W.1.1.1, W.1.1.2, W.1.1.3, and W.1.1.4 for participants
Transparency of W.1.1.2
School: A Place to Grow - Organizational Framework for Student Services
Student Support Services and Supervision of Student Conduct in School: Orientation Document

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[1] Québec. Ministère de l'Éducation, *School: A Place to Grow -- Organizational Framework for Student Services, Code 28-1975A* (Québec: ministère de l'Éducation, 1986), p. 21.

DEFINITION OF STUDENT SUPPORT SERVICES

MY DEFINITION:

OUR TEAM'S KEY WORD:

DEFINITION OF STUDENT SUPPORT SERVICES GIVEN IN THE ORIENTATION DOCUMENT:

A DEFINITION OF STUDENT SUPPORT SERVICES

"Support services consist of all the activities aimed at providing students with comprehensive and ongoing assistance as they learn. These services should be consistent with the school's educational project and should be provided by all school personnel."

NOTES ON THE DEFINITION OF STUDENT SUPPORT SERVICES

OBJECTIVES OF STUDENT SUPPORT SERVICES AND SUPERVISION

1. To create a school atmosphere which promotes quality learning, contributes to the students' development of a sense of belonging to the school, and meets the students' need for support;

2. To assist students in solving problems related to their development and learning;

3. To foster quality teacher-student relations in order to create an atmosphere in which students feel secure;

4. To make available specialists who can provide personalized support services suited to students' needs.[1]

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[1] *School: A Place to Grow*, p. 21.

Activity 1.2: Characteristics of Students, the School Team, and the School and Its Community

Objective: To identify the principal characteristics of students, the school team, the school and the community.

Procedure: **In Teams of 5 or 6** (30 minutes)

Participants fill in three sheets:
W.1.2.1 Characteristics of elementary and secondary school students;
W.1.2.2 Characteristics of the school team;
W.1.2.3 Characteristics of the school and its community;
Answers can be approximate.

With a group of teachers it is important to present the worksheet dealing with the school team as an opportunity for rational and unbiased self-examination, with the goal of building solidarity and providing better assistance to students.

Entire group (15 minutes)

The workshop leader records the teams' results on each of the transparencies which have been made of W.1.2.1, W.1.2.2 and W.1.2.3. This is not the time to try to reach a consensus or find just one answer. If the group shows keen interest in discussing certain points, the workshop leader should note them and come back to them in Activity 4.2.

Materials: W.1.2.1, W.1.2.2 and W.1.2.3 for participants
Transparencies of the above 3 sheets
Overhead projector

IDENTIFICATION SHEET A W.1.2.1 T

CHARACTERISTICS OF ELEMENTARY SCHOOL STUDENTS

A.1 Approximate number of students in school: _____

A.2 Grades represented:

Kindergarten	☐	Elementary 4	☐
Elementary 1	☐	Elementary 5	☐
Elementary 2	☐	Elementary 6	☐
Elementary 3	☐	Special ed.	☐

A.3 Number of classes and students per class:

	cl/stu		cl/stu		cl/stu
Kindergarten	/	Elementary 2	/	Elementary 5	/
		Elementary 3	/	Elementary 6	/
Elementary 1	/	Elementary 4	/	Special ed.	/

A.4 Are there students with physical or intellectual disabilities in the school who require special equipment or increased supervision for safety reasons?

yes ☐ no ☐ how many _____

A.5 Are there students with serious discipline or behaviour problems?

yes ☐ no ☐ how many _____

A.6 Are there students from ethnic minorities?

yes ☐ no ☐ how many _____

A.7 Are there students with serious family problems?

yes ☐ no ☐ how many _____

A.8 Are there students who arrive very early and leave late because of transportation arrangements?

yes ☐ no ☐ how many _____

IDENTIFICATION SHEET A W.1.2.1 T

CHARACTERISTICS OF SECONDARY SCHOOL STUDENTS

A.1 Approximate number of students in school: _____

A.2 Grades represented:

Secondary I	☐	Secondary IV	☐
Secondary II	☐	Secondary V	☐
Secondary III	☐	Vocational ed.	☐
Individualized paths for learning	☐		

A.3 Number of classes and students per class:

	cl/stu		cl/stu		cl/stu
Secondary I	/	Secondary IV	/	IPL (continuous)	/
Secondary II	/	Secondary V	/		
Secondary III	/	Vocational ed.	/	IPL (temporary)	/

A.4 Are there students with physical or intellectual disabilities in the school who require special equipment or increased adult supervision for safety reasons?

yes ☐ no ☐ how many _____

A.5 Are there students with serious discipline or behaviour problems?

yes ☐ no ☐ how many _____

A.6 Are there students who are absent for extended periods of time (potential dropouts)?

yes ☐ no ☐ how many _____

A.7 Are there students from ethnic minorities?

yes ☐ no ☐ how many _____

A.8 Are there students with serious family problems?

yes ☐ no ☐ how many _____

A.9 Are there students who arrive very early and leave late because of transportation arrangements?

yes ☐ no ☐ how many _____

IDENTIFICATION SHEET B W.1.2.2 T

CHARACTERISTICS OF THE SCHOOL TEAM

B.1 Number of administrators: _____

B.2 Number of teachers: general _____ vocational _____

special ed. _____ IPL (temp) _____ IPL (cont) _____

B.3 Number of non-teaching professionals: _____

B.4 Are teachers grouped by:

subject yes ☐ no ☐

grade yes ☐ no ☐

B.5 Is there a high rate of turnover among the teaching staff?

yes ☐ no ☐

If so, in what grades or sectors? _____

B.6 The average age of teachers is ____ years.

B.7 Are the teachers well acquainted with the programs of the ministère:

yes ☐ no ☐ percentage _____

B.8 Do the teachers know how to effectively use the teaching approach outlined in the programs and curriculum guides?

yes ☐ no ☐

B.9 Do the teachers use this approach in the classroom?

yes ☐ no ☐

B.10 What kind of teaching approach do teachers generally prefer?

☐ traditional

☐ open

☐ other (specify) _____

IDENTIFICATION SHEET C W.1.2.3 T

CHARACTERISTICS OF THE SCHOOL AND ITS COMMUNITY

SCHOOL

C.1 How much money do you believe is allocated to student services at your school?
$ _____

C.2 What percentage is generally used for:

student support services _____%

supervision of student conduct _____%

C.3 Is there a designated room in the school for student support services?

☐ yes ☐ no

C.4 Are there areas in the school that should be rearranged to improve supervision?

☐ yes ☐ no

If so, which ones? _____

_____

_____

COMMUNITY RESOURCES

C.5 Does the school make use of outside resources?

Reception centre ☐

C.L.S.C. ☐

Recreation centre ☐

Other organizations ☐ _____

_____

_____

Activity 1.3: Defining the Objectives of Student Support Services

Objective: To analyze the the school team's experience in terms of the objectives to be attained through student support services.

Procedure: **Entire group** (5 minutes)

The workshop leader presents the objectives of student support services using a transparency (W.1.3.1).

Participants then examine the situation in their schools with respect to these objectives.

In teams of 4 or 5 (30 minutes)

Participants fill out the sheets entitled "Our School and the Objectives of Support Services" (W.1.3.2). For each objective they analyze the situation in their schools in order to identify the activities and strategies that would allow each objective to be attained.

Entire group (15 minutes)

Using the transparencies for "Our School and the Objectives of Student Support Services", the workshop leader compiles the teams' results.

Note: This is not the time to discuss whether or not a particular activity attains the objective. Evaluative discussion of this type comes under Activity 4.2. The workshop leader can nevertheless bring out important points of consensus on the success or failure of various elements.

Materials: W.1.3.2 for participants
Transparencies of W.1.3.1 and W.1.3.2
Overhead projector

OBJECTIVES OF STUDENT SUPPORT SERVICES

1. To teach students to exercise their rights and to respect those of others.

2. To personalize relations between adults and students.

3. To make students responsible for their learning.

4. To provide students with any temporary help they need in the course of their studies.

5. To help students understand the interrelationships of cognitive, socio-affective and moral development.

6. To facilitate student participation in school life.

7. To help students experiencing personal problems.

8. To provide students with the information they need to understand their progress in school.

9. To facilitate students' personal and social adjustment.

10. To develop students' sense of social consciousness and their sense of belonging to a community.

11. To assist students in difficult situations and to help them find the best solution.

12. To encourage students by praising their efforts and improvements in their behaviour.

13. To promote students' well-being.

OUR SCHOOL AND THE OBJECTIVES OF STUDENT SUPPORT SERVICES

OBJECTIVES	ACTIVITY/STRATEGY	PERSON CONCERNED
1. To teach students to exercise their rights and to respect those of others.		
2. To personalize relations between adults and students.		
3. To make students responsible for their learning.		
4. To provide students with any temporary help they need in the course of their studies.		
5. To help students understand the interrelation-ships of cognitive, socio-affective and moral development.		

OBJECTIVE	ACTIVITY/STRATEGY	PERSON CONCERNED
6. To facilitate student participation in school life.		
7. To help students experiencing personal problems.		
8. To provide students with the information they need to understand their progress in school.		
9. To facilitate students' personal and social adjustment.		
10. To develop students' sense of social consciousness and their sense of belonging to a community.		

OBJECTIVE	ACTIVITY/STRATEGY	PERSON CONCERNED
11. To assist students in difficult situations and to help them find the best solution.		
12. To encourage students by praising their efforts and improvements in their behaviour.		
13. To promote students' well-being.		

Activity 1.4: Definition of Supervision

Objective: To understand the definition of supervision.

Procedure: **Entire group** (5 minutes)

The workshop leader writes "supervision" on the board and asks participants to brainstorm on the word, jotting down the group's ideas and suggestions.

When looking at the ideas proposed by the group, the leader points out the words "discipline," "respect," "responsibility" and "authority," if they have been mentioned. If they have not, he or she writes them down around the word "authority." He or she then presents the connotations of the word "supervision" as given in the orientation document:

"Discipline, a matter of respect."
"Authority, a matter of responsibility."

The leader explains the definition using the transparencies of the definition of supervision (W.1.4.1) and explanations of the definition (W.1.4.3, 4 pages).

Participants take notes on W.1.4.2.

Materials: W.1.4.1 and W.1.4.2 for participants
Transparencies of W.1.4.1 and W.1.4.3
Overhead projector

W.1.4.1 T

DEFINITION OF SUPERVISION

"Supervision consists of all the preventive and corrective measures taken in an educational context by school personnel, students and parents to ensure the students' physical and emotional well-being and to guarantee learning conditions that respect their rights."

NOTES ON THE DEFINITION OF SUPERVISION

COMMENTARY ON THE DEFINITION OF SUPERVISION

All the preventive and corrective measures . . .

Preventive measures touch on all aspects of school life. They should be part of the educational project, which would be incomplete if it did not include measures designed to ensure respect for people and objects. Preventive measures are often implemented in the form of specific projects, such as preventing vandalism by having students participate in decorating the classrooms and preventing violence through workshops where students learn about conflict resolution.

Furthermore, corrective measures may be necessary when harmony is broken and when situations threaten favourable learning conditions. In such cases it is important to stabilize the situation or to re-establish respect for authority. Correcting a situation is not, however, an end in itself; all measures taken must be part of a process that leads students to become aware of their responsibilities.[1]

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[1] *Student Support Services and Supervision of Student Conduct*, p. 81.

. . . taken in an educational context by school personnel, students and parents . . .

Many problems can arise in an environment that is divided between 'supervisors' and those who are 'supervised.' Although it is normal to recognize that members of the school team play a leading role in matters of supervision, the quality of school life is the concern of everyone involved, namely, administrators, non-teaching professionals, teachers, support staff, parents and students. It is important to point out here that supervision of student conduct should be a consideration in all of the school's activities. On the other hand, it bears repeating that the purpose of supervisory activities, as of all other activities in the school, must be primarily educational.[1]

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[1] *Student Support Services and Supervision of Student Conduct*, p. 81

. . . to ensure the students' physical and emotional well-being . . .

The safety of their children is one of the primary concerns of parents. Parents expect educators to take care of their children, and to do their utmost to prevent situations that could threaten their well-being.

All school personnel should also prevent any actions or attempt to eliminate any situations that could threaten the students' safety, such as the use of dangerous substances in the laboratory, the handling of certain tools in vocational workshops or the perpetration of violent acts in the schoolyard, hallways or cafeteria (intimidation, blackmail, scuffles). The students have the right to feel safe in the school and the administration's duty is to adopt adequate supervision policies and to do all that is necessary to guarantee this basic individual right.[1]

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[1] *Student Support Services and Supervision of Student Conduct*, p. 82.

. . . and to guarantee learning conditions that respect their rights . . .

Supervision of student conduct could be based on a fairly broad concept of rights, for example, the right to a quiet classroom where students can concentrate, the right to a standard of school life that promotes the students' well-being or the right to an atmosphere that is conducive to learning.

Nevertheless, this attempt to associate supervision of student conduct with respect for individual and group rights should not serve as a pretext to impose unwarranted obligations on students, nor to restrict the exercise of other rights.[1]

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[1] *Student Support Services and Supervision of Student Conduct*, p. 82.

Activity 1.5: Essential Conditions for Quality Supervision

Objective: To become aware of conditions essential to quality supervision.

Procedure: Entire group (15 minutes)

The workshop leader presents the four essential conditions for quality supervision, which are listed on W.1.5.1:

1. Awareness of students' needs and characteristics
2. Observing the students
3. Parent participation
4. Working with community services

1. Awareness of Students' Needs and Characteristics

This point has already been covered in Activity 1.2. It should be remembered that it is important to adapt both support services and supervisory measures to meet the students' particular needs, thereby assuring, in part, the necessary quality.

2. Observing the Students

Students should be asked for input to determine whether existing supervisory measures are effectively meeting their needs; close attention should be paid to their reactions.

Certain factors can be indicative of good supervision, for example, the degree of student involvement in school life, as well as their enthusiasm for the various school activities.

3. Parent Participation

Even though parental presence in the school tends to diminish as children grow up, the fact remains that "in order for students to accept them

[the rules of conduct], it is essential that these rules be consistent with those in force at home."[1]

It is therefore important to motivate parents to become actively involved in school life, and to give them a real voice in influencing rules of conduct in the school. Keeping parents regularly informed will assure coherence and consistency of attitudes in the family and the school.

4. Working with Community Services

Schools are becoming increasingly aware of the importance of knowing what students do outside of the school. Where do they go when they are neither in school nor at home? What outside services could provide support for the school's interest in ensuring the students' safety? School teams can look to the community to answer these questions and to establish new cooperative relationships.

Materials: W.1.5.1 for participants
Transparency of W.1.5.1
Overhead projector

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[1] *Student Support Services and Supervision of Student Conduct*, p. 85.

ESSENTIAL CONDITIONS FOR QUALITY SUPERVISION

1. Awareness of students' needs and characteristics

2. Observing the students

3. Parent participation

4. Working with community services

Activity 1.6: Models of Supervision in the School

Objective: To identify the various supervisory models used in schools.

Procedure: In groups of 3 or 4 (30 minutes)

The participants examine the experiences of their school teams to determine what methods they use to provide supervision. For this exercise, they write their answers on the sheets provided (W.1.6.1).

If there is enough time, or if a point has been raised that a school team feels is very important, the workshop leader may conduct a group discussion, using transparencies of W.1.6.1.

Materials: W.1.6.1 for participants
Transparency of W.1.6.1 (if required)
Overhead projector (if required)

SUPERVISION IN OUR SCHOOL

- Preventive measures

What are the specific strategies for teaching respect for people and property?

How are the intended values of these supervision strategies explained to the members of the school team?

- Corrective measures

What are the main corrective measures in force in our school?

How do each of these measures restore harmony or re-establish respect for authority?

What process has the school team agreed upon for making students aware of their responsibilities with regard to corrective measures?

STEP 2

THE ADULT-STUDENT RELATIONSHIP

"Young people say that they want adults in the school to take a real interest in them. Students feel a need to be listened to."

School: A Place to Grow, p. 20

PRESENTATION

The objective of this step is to understand the importance of a quality adult-student relationship as a primary factor in the success of student support services.

Now that Step 1 has been completed, it is important for participants to take a moment to recall a fundamental educational reality that applies both inside and outside the school and particularly in the family: the quality of the adult-child relationship. There is no need to substantiate this fact with studies and other documentary evidence since it is now recognized by most educators. The quality of the relationship between children and their parent(s) or guardian(s) is the main ingredient in assuring rich and varied learning experiences, and the emotional aspect of an educational situation thus becomes a determining factor in how children learn.

While this type of support may seem less important for students at the secondary level, the adult-student relationship remains the key to assuring good learning. Participants should bear this in mind as they go through the activities in Step 2.

Activity 2.1: Student Needs

Objective: To identify the principal needs of students.

Procedure: **In teams of 4 or 5 (15 minutes)**

The workshop leader asks participants to indicate which needs they feel are the most important on the Student Needs Identification List (W.2.1.1).

While insisting that there are no right or wrong answers in this activity, the leader draws attention to items 2, 6, 7, 9, 11 and 12 of the list, which are all directly related to the adult-student relationship. They indicate a concern for children's growth, confidence in their abilities and an understanding of their difficulties.

These are the cornerstones of a quality relationship. Children and adolescents are unanimous on the needs described in numbers 2, 6 and 11. They want the adults in the school to be more attentive, more receptive and more understanding.

Note: Instead of using the Needs Identification List presented here (W.2.1.1), the workshop leader may wish to compile a list of needs identified by the students of his or her own school, if time permits.

Materials: W.2.1.1 for participants
Transparency of W.2.1.1
Overhead projector

NEEDS IDENTIFICATION LIST

In order of importance, what do you feel are the needs of the students in your school?

1. The need to have competent teachers
2. The need to be understood and encouraged
3. The need for a wide range of activities
4. The need to be motivated to learn
5. The need to understand the reasons for what they are learning
6. The need for attention, to be listened to
7. The need to establish quality relationships with adults
8. The need for teachers to be available
9. The need for guidance
10. The need for concrete learning material
11. The need to talk to someone who listens
12. The need for support in difficult situations
13. The need for a focal point
14. The need to have a clear understanding of what is expected of them
15. The need to be involved in the learning process
16. The need to develop their sense of responsibility
17. The need to have confidence in adults
18. The need to be stimulated through learning

Activity 2.2: Sharing Experiences

Objective: To determine to what extent participants' personal experiences reflect the needs identified.

Procedure: In groups of 4 or 5 (same as for 2.1) (20 minutes)

The workshop leader asks participants to identify a personal experience that reflects the needs identified in the preceding activity. Participants may write out this experience on W.2.2.1.

The leader asks participants to share their experiences with the others.

If time permits, the leader may ask the teams if there is a common thread in all or in most of the experiences shared with the group. The point is to identify a common theme in each person's experience and not to recount or summarize the experiences shared with the team.

Materials: W.2.2.1 for participants

My experience with students:

The common theme for our team:

Activity 2.3: Reference Texts

Objective: To present texts that show the importance of the quality of the adult-student relationship.

Procedure: **Entire group** (10 minutes)

The workshop leader presents texts to complement the subject:

- *Student Support Services and Supervision of Student Conduct in School: Orientation Document*, section 1.2.3, pp. 13-15.
- *School: A Place to Grow - Organizational Framework for Student Services*, pp. 5-7, pp. 20-21.
- *Preventing and Controlling Violence in the Schools: Information Document*, pp. 36, 50, 76-77.

The main excerpts are reproduced on the following pages (W.2.3.1).

Materials: W.2.3.1 for participants
Documents listed above

THE ADULT-STUDENT RELATIONSHIP

"For secondary school students, quality student-teacher relations are essential to successful learning."

"Students say that educators are often too quick to point out their failures rather than their successes, and that they need to be encouraged and supported in their efforts. In other words, encouragement reinforces their self-confidence."

"They like to know that their teachers are there to help them succeed."

"Students need to know that teachers are not only 'transmitters of knowledge,' but also adults who care enough to listen to them, take an interest in them, meet with them and help them."

". . . Adolescents often need to talk about what is troubling them and to have access to a caring person to whom they can confide their concerns and worries."

"Educators must believe that adolescents are capable of taking steps to solve their own problems if they reach out to these students . . ."

"Adolescents are generally very aware of the lack of coordination among the various student services; it is therefore important that the measures suggested by adults be consistent."

" . . . Students want to deal with adults who trust and support them in carrying out their projects and who encourage them to develop their sense of personal and collective responsibility."[1]

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[1] *Student Support Services and Supervision of Student Conduct in the School*, pp. 13-15.

"Young people say without hesitation that they want and need educators to motivate them to learn."

"Adults must answer questions, give advice, show interest in and offer affection to children and adolescents seeking solutions to their learning problems."

"Students feel a need to be listened to, and proper support and supervision of student activities can help break through the wall of silence which sometimes grows up between students and educators."

"The students' need for support means that teachers, and indeed, the entire school staff, have to make themselves available to students . . ."[1]

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1 *School: A Place to Grow*, pp. 5-6 and p. 20.

"Some of the school staff's practices can lead to violence . . ."

"A further source of violence is the depersonalization of student-teacher relationships."

"An excessively high teacher-student ratio can sometimes lead to indifference and lack of commitment on the part of the teachers; adults do not always take the time to get to know the students or to take an interest in their personal problems."

"The strategies used to change the organization of the school are concerned mainly with reducing the impersonal nature of adult-student relationships."

"The other strategies described ... are more directly focused on adult-student relationships, aiming specifically at increasing interpersonal contact and reducing anonymity."

"However, the message from those who perpetrate violence is actually a warning signal that their basic needs are not being satisfied. . . . It may simply be the need to be liked or listened to. In this case, the quality of relationships between adults and students comes into play. Educators must ask themselves if they are truly taking enough time to satisfy their students' need to be listened to."[1]

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[1] Québec. Gouvernement du Québec, *Controlling and Preventing Violence in the Schools: Information Document, Code 28-1974A* (Québec: ministère de l'Éducation, 1988) pp. 36, 50, 76-77.

STEP 3

MODELS FOR STUDENT SUPPORT SERVICES

" . . . The raison d'être for these services is that they provide a secure and serene environment where students can become comfortable with themselves, with others and with what they are learning."

Student Support Services and Supervision of Student Conduct: Orientation Document, p. 16.

PRESENTATION

The objective of this step is to examine the experiences of various schools that could help school personnel ensure quality support services.

If school teams are to attain the overall objective of this workshop, that is, improved support services and supervision in their schools, then it is not enough to simply have them reflect on the important factors involved. While this process should not be overlooked, it is very important to propose concrete models drawn from real life experience. Some schools have devised and tested different types of support services in response to specific needs. Each school, of course, has its own needs and characteristics; in light of this, two different models for support services will be presented in this section. After studying these models, school teams will see that they do not have to "reinvent the wheel" in the area of support services.

After completing Step 4, the teams will be familiar with various experiences and will therefore be able to choose new directions and approaches to help ensure support services and supervision measures that are better adapted to the students' needs. This should be one of the primary characteristics of these services.

Activity 3.1: Models for Support Services

Objective: To examine various models for educational, social and individual support services.

Procedure: In teams (40 minutes)

The workshop leader divides the group into six teams and gives each team worksheets on which to analyze various models for support services (W.3.1.1). If most participants have brought along the document *Student Support Services and Supervision of Student Conduct: Orientation Document*, they can refer to it directly. If not, photocopies of chapters 5, 6 and 7 should be provided. The numbers given after the titles correspond to the numbering in the document.

Team 1: Reception (5.1)
Communication (5.2)
Reorganization of the School Schedule (5.5)

Team 2: School Regulations (5.3)
The Social Activities Centre (5.6)

Team 3: Student Grouping (5.4)
Student Associations and Extracurricular Activities (5.7)
The Homeroom System (6.1)
Semestering (6.5)

Team 4: Tutoring as an Individualized Approach to Teaching (6.2)
Team Teaching (6.3)
Peer Tutoring (6.4)
Detection of Difficulties (7.1)
Mutual Aid (7.7)

Team 5: Tutoring as a Method of Guiding Students (7.2)
Personal Counselling (7.3)
Community Involvement (7.4)

Team 6: The Information and Reference Centre (7.5)
The Drop-in Centre (7.6)
Parents as Educational Partners (7.8)

The workshop leader then asks the teams to read the pages assigned to them and to answer the questions on the corresponding resource sheets.

Entire Group (20 minutes)

The teams present their results to the group. At this time, participants can fill in the sheets they did not work on.

The workshop leader presents each category of support services and the teams present the measures that come under that category.

Materials: W.3.1.1 (3 to 5 pages per team)
Photocopies for each of the teams (for participants who have not brought along the *Orientation Document*)

5.1 Reception

What are the objectives of reception activities?

List the activities which can be used to implement this type of social support service.

What must school personnel do in order to implement reception activities?

5.2 Communication

List the different kinds of information that the school provides, and the groups of students it is intended for.

What are the objectives of this type of support service?

5.5 Reorganization of the School Schedule

What is the purpose of making changes to the school schedule?

Give some examples of changes to the schedule along with their advantages.

5.3 The School Regulations

What should be the goal of school regulations?

What element must be borne in mind when writing a student handbook, especially at the secondary level?

What are the principal components of a student handbook?

What pitfall should educators be wary of when drafting regulations? How can it be avoided?

How could the educational value of school regulations be increased?

How should authority be presented?

List some characteristics of good disciplinary support.

5.6 The Social Activity Centre

Why set up an activity centre for students?

What are the advantages of such a centre?

5.4 Student Grouping

What is the objective of forming different student groupings?

List some factors that can influence the choice of grouping system.

Identify some types of grouping systems.

5.7 Student Associations and Extracurricular Activities

What is the purpose of a student association?

What must school personnel be mindful of in this type of support service?

What advantages do student associations have for the school?

What are the objectives of extracurricular activities?

What are the main types of activities?

6.1 The Homeroom System

What is the function of the homeroom teacher?

What are the main advantages of this system?

What advantages and drawbacks does this system present for secondary school teachers?

6.5 Semestering

What is the definition of semestering?

What are its objectives?

What are the main requirements of such a system?

6.2 Tutoring as an Individualized Approach to Teaching

What is the definition of tutoring?

What are the requirements of this type of support service?

What are its objectives?

6.3 Team Teaching

What are the principal team teaching models?

What are its main objectives?

What are the advantages and constraints of this method?

6.4 Peer Tutoring

What is the definition of peer tutoring?

What is the objective of this type of support service?

What are the requirements?

What are its main advantages?

7.1 Detection of Difficulties

Why is this an important type of support service?

What are the main indicators for detecting difficulties?

List the principal aids in detecting difficulties.

7.2 Tutoring as a Method of Guiding Students

What is the definition of this type of tutoring?

What models of tutoring have been tested?

What kinds of difficulties could tutors encounter?

What is the overall objective of this type of support service?

What means exist for tutors providing these services?

7.3 Personal Counselling

What are the principal areas of personal counselling?

What is the objective of personal counselling services?

Identify various ways in which these services are implemented.

7.4 Community Involvement

What is the objective of community involvement in the school?

What are the principal functions of street workers?

Give one possible result of having a street worker in the school.

7.5 The Information and Reference Centre

What kinds of assistance might students seek from the adults working in the centre?

What could be accomplished through the activities of the centre?

What is the main requirement for this support service model to succeed?

7.6 The Drop-in Centre

What is the purpose of a drop-in centre?

What are the different types of drop-in centres and what functions does each perform?

7.8 Parents as Educational Partners

What typifies this kind of support service?

Give some examples of projects that have been implemented.

Activity 3.2: Experiences with Support Services

Objective: To understand the objectives, organizational models and possibilities of two types of support services.

Procedure: Entire group (60 minutes)

The workshop leader presents two types of support services that have been tried in different settings: peer tutoring and the drop-in centre. Since the document *L'Entraide chez les jeunes en milieu scolaire*[1] is perhaps difficult to get hold of, excerpts from the book have been reproduced here (W.3.2.1) for the workshop leader's use during the presentation.

The document *Le local-oasis*[2] is available through school boards. The following pages will be referred to during the presentation:

- Presentation, p. 15
- Chapter 2 - Le local-soupape, pp. 27-33
- Chapter 3 - Le local de soutien, pp. 65-70
- Chapter 4 - Le local d'insertion sociale, pp. 113-126
- Chapter 5 - Le "salon étudiant", pp. 195-203.

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[1] Bernard Nadeau, *L'entraide chez les jeunes en milieu scolaire - guide d'implantation* (Carleton: Centre de consultation psychologique et de recherche sociale, 1986).

[2] Québec, ministère de l'Éducation, *Le local-oasis*, 2 vols. Code 28-2406 and 28-2407 (Québec: ministère de l'Éducation, 1988).

Mutual Aid in the School: Implementation Guide[1]

Introduction

Educators are constantly looking for new approaches to dealing with their students. Mutual aid among students is not a revolutionary approach, but the organizational complexities of the school system have made it relatively difficult to put into operation. While young people, like their elders, have tended to overlook the merits of mutual aid, various experimental programs have revealed that their interest is still very strong. Schools, too, can benefit greatly from a mutual aid approach.

This implementation guide for a student mutual aid program will present the theoretical and psycho-educational foundations of such an approach, followed by the different concrete steps for implementing the program. It can of course be applied to many different situations and contexts, and for this reason the guide is general in nature. The appendix includes a series of training activities for groups of students wishing to become helpers and a bibliography for further reading on the subject.

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[1] Translator's Note: This is a free translation.

Foundations

A critical examination of support services for young people will reveal that the positive assistance that adolescents naturally do or can provide to their peers, along with the possibility of training them as helpers, has been overlooked for too long. For the past few years, however, the emphasis on volunteer involvement, support groups and aid within natural social networks has promoted considerable research and action in the area of mutual aid among adolescents.

Theoretical Foundations

Mutual aid among young people is obviously not a new phenomenon but its "renaissance" is not merely accidental. In fact, the concept of mutual aid has resurfaced thanks to a body of research on the important aspects of young people's lives (Allen, 1976; Ayal and Beckerman, 1978; Chandler, 1980; Lazerson, 1980; Newman, 1979; Varenhorst, 1974). According to Carr (1981) most of the cornerstones for mutual aid between young people are based on recent studies, three of which are summarized here.

First, studies reveal that only a minority of young people consult counselling professionals. Most of those experiencing personal difficulties turn first to their friends. Peers are thus the principal source of help for young people faced, for example, with an important decision (Prediger, Roth and Noeth, 1974).

In this context, a friend is most often defined as someone who "listens, helps, and communicates in depth. Friendships are characterized by mutuality or a willingness to be helpers to each other" (Carr, 1981, p. 7). The importance of making and keeping friends is a major concern among young people. This strong and expressed need clearly corresponds to the primary preoccupation of adolescence, the search for identity (Erikson, 1968). The search for self is conducted primarily in action, that is, in the relationships and daily experiences with friends, among others. Natural

mutual aid is thus a very important component of this reality (Ayal and Beckerman, 1978; Newman, 1979).

Secondly, studies dealing with the helping relationship itself (Augelli et al., 1976; Avery, 1978) have not only demystified so-called professional skills associated with effective helping but have shown that the ordinary, uninitiated person can acquire these skills (Carr, 1981). Numerous studies have also been conducted on the involvement of paraprofessional volunteers in various programs.

This kind of democratic helping relationship has led to the emergence of a great number of self-help groups (Beck and Taylor, 1976; Killilea, 1976). Spiegel (1980) and Tracy et al. (1976) outline a typology for these groups in two categories: (a) the first type consists of mutual aid aimed specifically at people experiencing a particular problem and (b) the second type directs its strategies and actions towards the general population (information, awareness-raising).

The third cornerstone for mutual aid among students comes from the growing importance of the mental health movement and particularly from the emphasis on prevention (Albee, 1979; Campagna, 1981; Kessler and Albee, 1975; Kiely and Moreau, 1975; Murphy, 1979). The literature on the subject indicates that prevention generally has two objectives: the need to reinforce the personal capabilities of the individual and to reduce the importance of external stresses.

Mutual aid is therefore a very important preventive strategy. Carr (1981) states that the training of helpers can itself have psychological benefits. Since it is also intended to improve the efficacy of natural social networks (Iscoe, 1974), mutual aid belongs in the foreground of preventive strategies within the community context. (See Sarason, 1976.)

Definition of Mutual Aid Among Students

An examination of experiments with mutual aid among students reveals that there is a variety of descriptive terms in use. First of all, there is a major difference between the mutual aid networks aimed at improving scholastic achievement within the school and those whose goal is to help students deal with the social and emotional difficulties they encounter in their development, whether in school or in the community.

In the first category, the authors use expressions like "mutual teaching" (Ancieux, Collard and Finn, 1981) and "peer tutoring" (Fogarty and Wang, 1982; Krouse et al., 1981). In the context of mutual teaching or tutoring, "both the teacher and pupil are students. There can be an age difference as well as a difference in level of schooling between the tutor and the tutee" (Ancieux et al., 1981, p. 263). The concept of giving students in difficulty a share in the responsibility of teaching has also been outlined by Garther, Conway-Kohler and Reisman (1973) in their work entitled *Children Teaching Children.*

In summary, "take a student who needs academic assistance, introduce him to another student who is both willing and able to render such services and the result is tutoring" (Hampton, 1979, p. 427).

The second category of mutual aid network is most often identified by the term "peer counselling" (Hamburg and Varenhorst, 1972; Carr, 1981). Carr (1981, pp.3-4) provides the following definition:

> Basically peer counselling is a way for students to learn how to care about others and to put their caring into practice. It relies strongly on communication skills to facilitate self-exploration and decision-making. Peer counsellors are not professional counsellors or therapists. They are students who provide supervised assistance to other students to help them think through and reflect on concerns they might be experiencing."

This definition concurs with those of other authors such as Ayal and Beckerman (1978), and Schweisheimer and Walberg (1976). Hamburg and Varenhorst (1972, p. 567) add that in peer counselling, young people act within their social

networks as "mental health resources in the community, acting as models, developing friendships acting as a bridge between the adult world and the world of disaffected students."

Studies of Mutual Aid Among Students

A brief overview of the findings of research on mutual aid among students will be presented in the following order: (a) studies of peer tutoring; (b) studies of peer counselling (c) studies dealing specifically with the selection and training of helpers.

A. When Children Teach Children

Peer tutoring, which most often takes place in the school, is obviously academic in nature. In traditional subject areas such as language arts and mathematics (Ancieux et al., 1981) as well as in reading (Mavrogenes and Galen, 1979; Trovato and Bucher, 1980), evaluation of students receiving help reveals significant positive results. Fogarty and Wang (1982) note that the positive results of peer tutoring programs are due to several factors, notably the "socio-motivational" character of the helping relationship itself. According to their study, improved academic achievement is therefore directly related to the helper's skill in giving immediate attention to the tutee, providing positive feedback, and establishing a warm and friendly relationship. Trovato and Bucher (1980) note that these achievements are often greater if the peer tutoring program is complemented by home-based reinforcement.

"I must be good if I can teach." "I'm a junior counsellor having lots of fun." These comments from young helpers reported respectively by Lazerson (1980) and Bowman and Myrick (1980) obviously suggest a very important and often forgotten dimension of scientific research. Mutual aid very often has a positive effect on the tutor as well as on the tutee. Ancieux, Collard and Finn (1980. p. 271) found that student-tutors "get a sense of self-fulfilment from this affirmation of their ability to assume responsibility through mutual

aid . . . . These students have definitely developed a better ability to 'take care of themselves' and resolve their own problems, especially at school." (p. 271)

Moreover, Price and Dequine (1982) as well as Lazerson (1980) noted a distinct improvement of self-image among the young tutors, coupled with a better understanding of the subject being taught. Fogarty and Wang (1982) indicate that the helping relationship favours the development of a positive attitude towards all aspects of school life. Tutors therefore often find themselves esteemed by their "pupils," largely because of the quality of the friendly relationship they have established.

Chandler (1980) has developed the concept of reversal peer tutoring in his research on the effect of the academic helping relationship on tutors who are themselves low achievers. These observations confirm the positive results obtained by Devin-Sheehan (1976) and Paolitto (1976).

In summary, the body of research on peer tutoring tends to corroborate the hypothesis of improved academic achievement and positive development on several affective levels for the student being helped. This leads to the conclusion that the process in the helping relationship is as important as its content.

B. Peer Counselling

The goals of peer counselling projects extend beyond the academic realm. In the peer counselling project described by Carr (1981) young people were asked to examine their own natural social networks for certain clues that would reveal that a student was experiencing problems. Spontaneous and informal methods are thus integral to peer counselling.

The study conducted by Hamburg and Varenhorst (1972) is today considered an important contribution to research on peer counselling. According to its authors, peer counsellors should not be viewed as "academic tutors" but as

assistants that help resolve personal problems and give information on career possibilities. In an extensive study of fifty secondary schools in Israel, Ayal and Beckerman (1978) set up a "big brother" system for new students. This model has also been developed by Bogat (1980) for students forced to change schools because of the closure of their own school. Tefft and Kloba (1981) noticed an improvement among young people identified as having potential acting-out problems, when they were paired with young counsellors who were also having difficulties adjusting.

Finally, the experiences of Kane (1979) and Perry et al. (1980) have shown the positive effect of helping relationships on academic adjustment among students from underprivileged backgrounds (Kane, 1979) and on developing a program to prevent smoking among students(Perry et al., 1980).

Currently, there is an action-research project being conducted in Rimouski in which young counsellors provide information about sex within their natural social networks. This project using student resource persons is under way at the Paul-Hubert Comprehensive School and at the Rimouski CEGEP; results are not available yet.

In summary, an analysis of recent literature on mutual aid among students demonstrates not only its real potential but also its important benefits for both the helper and the helpee. Experiments in the academic sphere show that students can effectively provide support for their peers and significantly improve their performance in various academic subjects. In the field of counselling, studies show that this approach can also be applied to numerous problems in a variety of situations.

These studies are relatively recent and often whet the appetite for more. But they can also inspire educators to go beyond the confines of traditional support strategies. This theoretical introduction will serve as a foundation or as a counterweight for concrete applications so that these are not seen as a panacea.

The philosophy behind mutual aid acknowledges that young people have the potential and even a community responsibility to help others, and educators have a mandate to develop this potential.

IMPLEMENTATION PROCESS

	STEP I Recruitment and Selection	STEP II Training	STEP III Contacts between Students
Academic Tutoring	- students are chosen on the basis of academic networks (classes)	- general aspects - specific aspects of academic aid	- according to a specific schedule
Counselling (adjustment)	- observation and definition of students' natural social networks - recruitment based on these groups	- general aspects - specific aspects of the problem-solving process	- within their social networks

RECRUITMENT AND SELECTION: SYNTHESIS

General Criteria		- a voluntary decision - awareness of the positive effect on both the helper and the helpee - availability and interest
Specific Approaches	Tutoring	Any combination is possible: Secondary V students can be paired with students in Secondary III or IV; students in Secondary III and IV can help those in Secondary I or II. Recruitment and selection of helpers will therefore vary according to the specific level to be attained. However, when starting out it is recommended to begin with Sec. III so that students who are trained will still be in the school the following year and can serve as guides for new helpers if the project continues.
	Counselling	It is important to be aware of the natural social networks for which the support is intended. Students have more opportunities to offer "natural" help within their networks.

TRAINING: ORIENTATION AND CONTENT

<table>
<tr><td colspan="2">General Orientation</td><td>- training-action principle
- drawing on students' experiences
- observation as a method of learning
- role-playing
- elementary and Secondary I
- re-using resources</td></tr>
<tr><td colspan="2">The Helping Relationship

Basic Skills and Attitudes (for both types of counselling)</td><td>- general information - philosophy and objectives of the project
- code of ethics
- evaluation methods

- basic skills - personal experience
- listening skills
- acceptance
- autonomy</td></tr>
<tr><td rowspan="2">The Helping Relationship: attitudes and skills specific to the approach</td><td>Tutoring</td><td>- meetings, questions, corrections, reinforcement, varying the stimuli, synthesis, study skills</td></tr>
<tr><td>Counselling</td><td>- understanding the problem
- identifying a student's circle of friends
- the process of problem-solving
- available resources</td></tr>
<tr><td colspan="3">Follow-up meetings</td></tr>
</table>

ASPECTS OF THE HELPING RELATIONSHIP BETWEEN STUDENTS

Aspect	Academic Tutoring	Counselling
Content	Tutors that enter into academic helping relationships enable their tutees to better understand what has already been taught. No new material is introduced; rather, tutors provide synthesis and correction, and sometimes additional explanations of material covered in class. It is not the tutor's job to do homework or any other work students normally do at home. Instead, emotional support offered by tutors enables students to gain greater autonomy in the subject by providing them with better work and study habits. The synthesis-correction-additional explanation formula illustrates what normally takes place between tutor and pupil. Of course, it will sometimes be necessary to refer the student to more specialized resources or to the regular teacher.	According to the inherent structure of the program, young counsellors develop natural helping relationships in their social networks. Based on their position within a circle of friends, they can offer information, aid for problems encountered and referrals to existing resources as required. Depending on the program, they could also be asked to offer assistance to other groups (for example, in a program for accompanying handicapped students or for students entering secondary school).
Materials	Normally, no other materials are used other than those already used in class since adding another book or exercise could prove a source of frustration for the tutee who might view this as additional work. Some short exercises in addition to regular material may sometimes be required to verify comprehension.	No materials are required unless the students decide otherwise, for example, materials for awareness-raising campaigns, etc.

Aspect	Academic Tutoring	Counselling
Scheduling sessions	Tutoring sessions may be scheduled according to the students' regular timetable, but evening sessions are also possible if the students live near each other. In addition, some students might benefit from ongoing tutoring throughout the school year, while others might be given periodic tutoring, for example, prior to examinations.	No specific time. During their training, students may be asked to identify suitable times for offering help in their natural social network or in other networks they might be involved in.
Types of pairing	Little research has been done in this area so it is hard to predict if pairing is most effective by age, sex or other factors. Since it is important that there be an affinity between the two students, it would be appropriate to ask them to get together first to determine whether or not they would like to work together.	How students are paired will depend on whether peer counsellors are in their own social networks or in other networks. Interest, availability and the real possibility for contacts in the network are fundamental criteria for determining how students are paired.
Supervision	It is very important to ensure that there is continuity between the tutoring sessions and the material covered in class. The regular teacher thus plays an essential role as the person in charge of the student's learning.	The involvement of a coordinator already familiar with the workings of the program is essential. This person will often be a member of the student services team and will conduct follow-up meetings with the helpers after the training sessions. At the end of the school year, an evaluation meeting is recommended.

MUTUAL AID AMONG STUDENTS: BASIC TRAINING ACTIVITY

Dimension: General information and evaluation of the program

Theme: A code of ethics for the tutor in the school

Objectives: To encourage students to think about the importance of establishing certain ethical rules for the helping relationship.
To encourage the adoption of a code of ethics governing the social network and mutual aid activities.

Procedure: Conduct a group discussion on important terms such as "ethic," "discretion," and "confidence."

Activities based on the notion of "rumour" enable students to become aware of the phenomena of intensification and distortion of reality in the case of a circulating rumour. This activity could be based on a game such as the telephone (a message whispered from one person to the next in the circle). It could also take the form of a text read aloud by one member of the group while some of the others are out of the room. As they return one by one they are told the story by someone who heard it. They then tell it to the next person, and so on. One half of the group observes how the story gets distorted.

A code of ethics is drawn up, either in small groups, or by brainstorming with the whole group. The code should not be too complicated, and should only contain a few clear and realistic proposals based on the students' ideas.

MUTUAL AID AMONG STUDENTS: BASIC TRAINING ACTIVITY

Dimension: Basic attitudes and skills in the helping relationship

Theme: Listening

Objectives: To introduce participants to the concept of active listening.
To demonstrate the importance of active listening in a helping situation.

Procedure: The students form groups of twos. Each group has a five-minute conversation, during which one of the students expresses an opinion on a topic and the other listens. When time is up, the leader asks the "listeners" the following question: "Based on what your partner just said, what do you think he or she feels is most important?" Discuss. The roles are reversed and the experiment is repeated. After this exercise discuss the definition of listening, and of passive and active listening.

When discussing different types of listening, it is important to make the distinction between passive listening, which consists of being passively attentive and picking up a message, such as when watching a television program, and active listening, during which the listener verifies comprehension of the intended message during the course of the discussion.

An independent observer could sit in on the various conversations and provide feedback on the quality of listening and communication.

STEP 4

CHOOSING CONCRETE MEASURES FOR IMPROVING SUPPORT SERVICES AND SUPERVISION

"The reputation of a school often depends on the effort that the personnel puts into offering a type of student support and supervision tnat encourages student participation in educational activities."

Student Support Services and Supervision of Student Conduct: Orientation Document, p. 99.

PRESENTATION

The objective of this step is to identify ways of improving student support services and supervision in the school.

This step of the process is an extremely important one if the goal of the workshop is to be attained. School teams are asked to carry out an evaluation at this point. Teachers are already familiar with the steps of the evaluation process and the importance of following them correctly.

The elements of the evaluation process will be reviewed so that they can be applied to the progress made so far. The aim of the evaluation is clearly specified in the objective: improved support services and supervision in our schools. Step 4 will focus mainly on the first stage of the evaluation process. These considerations will enable school teams to judge the current situation in their schools with respect to support services and supervision. Other decisions based on this evaluation of the quality of services could take many forms depending on what the members of the school teams work out together. Finally, any plan of action will have to respect the cohesion of the evaluation process and be apparent to the entire school team.

The workshop leader should be particularly careful when choosing the activities for Step 4. School teams should be guided towards a well-grounded and realistic process for making choices. The leader should choose appropriate activities based on what occurred earlier in the workshop. After completing Activity 4.1 on the steps for choosing support service models, he or she may decide to concentrate not on the objectives to be attained through support services (4.2) but on the roles of different staff members (4.3) or the essential conditions for good support services (4.4).

The workshop leader may also decide to examine either support services or supervision in greater detail. This will depend largely on what has happened during the preceding steps and on the experiences of participants, their ability to reach a consensus on concrete steps and on a feasible plan of action.

Activity 4.1: Steps for Choosing Support Service Models

Objective: To become familiar with the four steps for choosing support service systems.

Procedure: **Entire group** (20 minutes)

The workshop leader presents the four steps in the process for choosing support service models, which are:

- understanding the students' characteristics and needs;
- understanding the characteristics of the school team and the school environment;
- determining the objectives of the support services;
- understanding different support service models.

These steps are listed on W.4.1.1.

The workshop leader points out to participants that they have already covered almost all of the steps during the course of the workshop. He or she asks them to return to Activity 1.2 in which they identified the characteristics of the students, the school team and the school environment. The students' needs were the object of Activity 2.1. The third step, defining the objectives of support services, began with Activity 1.3 and concludes with Activity 4.2. The last of the steps, which deals with understanding the different support service models, was covered in Activities 3.1 and 3.2. As an appropriate conclusion to these four steps, the leader should return to the objectives to be attained through support services, which is the purpose of Activity 4.2.

Materials: W.4.1.1 for participants

STEPS FOR CHOOSING SUPPORT SERVICE MODELS

Understanding the students' characteristics and needs

Understanding the characteristics of the school team and the school environment

Defining the objectives

Understanding possible support service models

Activity 4.2: Establishing Objectives for Support Services

Objective: School teams each choose one objective to pursue together.

Procedure: **Individually** (15 minutes)

Participants refer to the pages of activities on defining the objectives of support services (see Activity 1.3). After reading them over they fill out W.4.2.1.

In teams of 5 or 6 (30 minutes)

In the first step towards reaching consensus, the workshop leader asks participants to share their evaluation of the objectives of support services. They should then choose one or two objectives which they feel should definitely be pursued at their school.

Entire group (15 minutes)

The workshop leader notes the teams' choices on a transparency or on the board. If a group reaches a consensus easily, he or she should check it off, but it is not necessary to select just one objective at this point.

This activity should be completed by Activity 4.5, "Concrete Measures and the Development Plan". At this point certain choices will become more important, since they will determine what kinds of procedures to implement in the school in order to achieve the objectives.

Materials: W.4.2.1 for participants
Transparency or blackboard to write down the teams' choices
Overhead projector (if necessary)

Evaluation of the Attainment of Support Service Objectives

For each of the objectives, indicate whether or not it has been attained. In the box corresponding to your choice give the criteria that support the choice.

OBJECTIVE	NOT ATTAINED	PARTIALLY ATTAINED	ATTAINED
1. To teach students to exercise their rights and to respect those of other people.			
2. To personalize relations between adults and students.			
3. To make students responsible for their learning.			
4. To provide students with any temporary help they may need in the course of their studies.			
5. To help students understand the interrelationship of cognitive, socio-affective and moral development.			

OBJECTIVE	NOT ATTAINED	PARTIALLY ATTAINED	ATTAINED
6. To facilitate students' participation in school life.			
7. To help students who are experiencing personal problems.			
8. To provide students with the information they need to understand their progress in school.			
9. To facilitate students' personal and social adjustment.			
10. To develop students' social consciousness and their sense of belonging to a larger community.			

OBJECTIVE	NOT ATTAINED	PARTIALLY ATTAINED	ATTAINED
11. To assist students in difficult situations and to help them find the best solution.			
12. To encourage students by praising their efforts and improvements in their behaviour.			
13. To promote students' well-being.			

Activity 4.3: Roles of School Personnel in Providing Support Services

Objectives: To understand the different roles school personnel play in providing support services.
To determine how well each of the roles is performed by school personnel.

Procedure: **Entire Group** (10 minutes)
The workshop leader presents the various roles school personnel play in support services, using W.4.3.1, which also serves as an evaluation sheet for assessing the school's situation in this regard.

In Teams of 3 or 4 (30 minutes)

Based on their evaluation criteria and their knowledge of the school, participants rate how school personnel fulfil the roles in support services at their school, using W.4.3.1.

Entire Group (5 minutes)

Without presenting all the results of the groups' work, the leader could highlight the main strengths identified to show that even if there is room for improvement, a number of achievements can also be recognized.

Note: This activity should be completed by Activity 4.5.

Materials: W.4.3.1 for participants (5 pages)
Student Support Services and Supervision of Student Conduct in School, chapter 2

EVALUATING THE ROLE OF SCHOOL PERSONNEL IN SUPPORT SERVICES

	GOOD	FAIR	POOR
1. Role of school administration:			
- to oversee the implementation of the school board's management policies on support services and supervision.	☐	☐	☐
- to develop the school's policy in this regard.	☐	☐	☐
- to implement the school policy.	☐	☐	☐
- to evaluate and revise policy.	☐	☐	☐
- to carry out preceding steps with input from : • school personnel • students • parents	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
- to assign tasks.	☐	☐	☐
- to coordinate student reception activities.	☐	☐	☐
- to coordinate access to professional services.	☐	☐	☐
- to report on support service and supervision activities to the school board.	☐	☐	☐
- to support and advise • school personnel • students • parents.	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
- _____	☐	☐	☐

	GOOD	FAIR	POOR
2. Role of Teaching Personnel			
- to collaborate with other teachers and professionals in taking appropriate measures that meet students' individual needs.	☐	☐	☐
- to assume responsibility for support services to a group of students.	☐	☐	☐
- to supervise students under their care as well as others who might be in their presence.	☐	☐	☐
- to monitor late arrivals and absences and report them to the school administration according to the system in effect.	☐	☐	☐
- to offer support to a student or group of students to foster their personal and social development.	☐	☐	☐
- to encourage students to assume responsibility for their own learning.	☐	☐	☐
- _____	☐	☐	☐

	GOOD	FAIR	POOR
3. Role of Non-Teaching Professionals:			
- to contribute to support services by organizing activities and providing consultation.	☐	☐	☐
- to help students acquire the skills they need to overcome their difficulties and assume their responsibilities.	☐	☐	☐
- to be available to students.	☐	☐	☐
- to inform students of their office hours and the kinds of services they provide.	☐	☐	☐
- to participate in and offer support to: • school activities • administrative activities • teachers' activities.	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
- to adapt their methods to actual needs.	☐	☐	☐
- to be flexible enough to fulfil a variety of expectations adequately.	☐	☐	☐
- to play an active role in consciousness raising and preventive activities concerned with students' physical and emotional well-being.	☐	☐	☐
- to facilitate relations between home and school.	☐	☐	☐
- _____	☐	☐	☐

4. Role of technical, administrative and manual support staff	GOOD	FAIR	POOR
Role of Special Care Counsellors			
- to assist teachers in the classroom.	☐	☐	☐
- to help students with learning and behavioural difficulties.	☐	☐	☐
- to adopt specific strategies designed to improve student participation in school activities.	☐	☐	☐
- to provide an effective disciplinary presence during periods when disorderly conduct is likely.	☐	☐	☐
- _____	☐	☐	☐
Role of secretarial staff			
- to welcome people.	☐	☐	☐
- to provide information.	☐	☐	☐
- to provide assistance to all school personnel.	☐	☐	☐
- to be available and accessible.	☐	☐	☐
- to help keep track of student attendance.	☐	☐	☐

	GOOD	FAIR	POOR
- to supervise visitors entering the reception area.	☐	☐	☐
- to provide assistance in emergency situations.	☐	☐	☐
- to have good interpersonal skills.	☐	☐	☐
- _____	☐	☐	☐

Role of maintenance staff

- to safeguard against potentially dangerous situations in the school.	☐	☐	☐
- to participate in school beautification campaigns from time to time.	☐	☐	☐
- to help counteract vandalism.	☐	☐	☐
- under the supervision of school administration, to ensure the safety of school premises and to help prevent accidents.	☐	☐	☐
- _____	☐	☐	☐

Activity 4.4: Evaluation of Essential Conditions for Quality Support Services

Objective: To evaluate the school's situation with respect to the conditions essential for providing good support services.

Procedure: **Entire group** (5 minutes)

The workshop leader explains that special attention must be paid to certain aspects of a school's situation because they have a major influence on the quality of support services. These seven aspects are:

1. Leadership role of school administration
2. Committed school personnel
3. Consensus among educators
4. Student participation
5. Information, consultation and parent cooperation
6. Physical layout of the premises
7. Relations with the community

In teams of 4 or 5 (40 minutes)

For each of these essential conditions, the teams identify factors that contribute to creating the condition, as well as possible improvements to existing support services.
Note: This activity should be completed by Activity 4.5.

Materials: W.4.4.1 for participants (7 pages)
Student Support Services and Supervision of Student Conduct in the School, section 3.3

ESSENTIAL CONDITIONS FOR CREATING QUALITY SUPPORT SERVICES

Instructions: Identify the aspects that ensure that the essential condition exists in the school. Identify the measures, actions and strategies that support the condition or, if it does not yet exist, ways the condition could be established in the school.

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
1. LEADERSHIP ROLE OF SCHOOL ADMINISTRATION The administration proposes an educational project. It establishes the consensus needed to carry it out. It contributes to promoting a climate of cooperation. It encourages the various groups to work together in order to create an environment conducive to meeting the students' needs. It assists educators in finding ways of meeting the students' needs. It coordinates any actions taken in this regard.		

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
2. COMMITTED SCHOOL PERSONNEL Teaching and non-teaching staff are willing to establish closer relationships with the students. They establish these relationships before transmitting knowledge or offering a service. They are sensitive to the needs of students. They guide students and help them when they are experiencing difficulties. They use creative approaches when responding to students' needs.		
3. CONSENSUS AMONG EDUCATORS Educators agree on models to be implemented and share common values.		

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
It gives valuable support by listening to educators and assisting them in developing projects. It provides them with material and financial support. It conducts periodic evaluations of support service models. It establishes a consensus among staff members in the school. It ensures that everyone participates actively. It coordinates assistance and support measures. It helps parents understand and support the school's orientations in this this respect.		

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
They aim for full consensus. They ensure the consistency of measures taken to help students. They make sure that these measures are meaningful and fruitful. They establish effective communication based on a shared desire to help students. They are able to understand students' experiences and to recognize calls for help. They exchange ideas so that support measures are more consistent and continuous.		

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
4. STUDENT PARTICIPATION Students speak out on what they wish to experience in school. They let school personnel know how they want their school life to be organized. They get actively involved in various projects and activities.		
5. INFORMATION, CONSULTATION AND PARENT COOPERATION The school ensures that parents are familiar with and understand the reasons for the measures implemented by the school. Parents become involved in actions taken with regard to students.		

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
Through their involvement, the school team and the parents ensure the consistency that students need.		
6. PHYSICAL LAYOUT OF THE PREMISES The layout of the school is such that it creates a more hospitable and a more human environment. It gives students a sense of belonging. It promotes better communication. It encourages students to assume responsibility for their environment.		

ESSENTIAL CONDITIONS	ACTUAL SITUATION	DESIRED SITUATION
7. RELATIONS WITH THE COMMUNITY Support services make it possible to establish a link between education and the community in which it is taking place. Various mechanisms enable students to feel that the school is part of an entire community. The school relies on community resources to offer services that the students may require.		

Activity 4.5: Concrete Measures and the Development Plan

Objectives: To propose concrete measures aimed at improving the quality of support services.
To identify elements that will be used in drawing up a development plan.

Procedure: Note: This activity should follow Activities 4.2, 4.3 and 4.4 depending on choices made by the workshop leader. It may be useful to ask an individual or a committee to record and compile the measures identified by the teams so that a development plan based on the entire team's ideas could be drawn up.

In teams of 5 or 6 (45 minutes)

Based on information gathered during Activities 4.2, 4.3 or 4.4, participants begin organizing concrete measures into a development plan, using W.4.5.1.

Entire Group (15 minutes)

An examination of the ideas, measures and strategies suggested by the teams will reveal, without the need for much discussion, which ideas were most frequently proposed and which ones could spark new creative impetus in the school.

Materials: W.4.5.1 for participants

IDEAS FOR A DEVELOPMENT PLAN FOR SUPPORT SERVICES

OBJECTIVES	ACTIVITIES, MEASURES, ACTIONS	DEADLINE	PERSONS RESPONSIBLE

Activity 4.6: Evaluation of Supervisory Measures

Objective: To evaluate supervisory measures used in the school.
To identify concrete ways of improving supervision.

Procedure: **Entire group** (10 minutes)

The workshop leader asks participants to return to Activities 1.5 and 1.6. He or she specifies that for the purposes of evaluation, only one condition will be chosen, that is, how students react to supervision.

In teams of 4 or 5 (45 minutes)

Participants evaluate supervisory measures by filling in W.4.6.1, giving criteria which support their opinions.

In teams of 4 or 5 (20 minutes)

Participants use W.4.6.2 to list concrete measures and suggestions that would improve the quality of supervisory measures in their school.

Materials: W.4.6.1 and W.4.6.2 for participants

EVALUATION OF SUPERVISORY MEASURES IN THE SCHOOL

Instructions: Indicate whether or not you feel that supervisory measures enable students to experience each condition described below and how they support that condition.

SUPERVISORY MEASURES ENABLE STUDENTS TO:	HOW IS THIS ACHIEVED?
1. live in an atmosphere that is free of needless constraints;	
2. progress in a relaxed atmosphere, develop their self-confidence and make informed choices;	
3. obtain the help they need to become increasingly autonomous as they grow older;	
4. acquire rules of conduct that do not hamper their development but allow them to channel their energies and fulfil their potential;	
5. feel safe without feeling overprotected;	

SUPERVISORY MEASURES ENABLE STUDENTS TO:	HOW IS THIS ACHIEVED?
6. learn the safety rules to be followed when using the school's facilities, such as the sports centre and science laboratoriy;	
7. exercise their rights without fear of reprisal;	
8. acquire the self-confidence they need to succeed;	
9. consider their mistakes as part of the normal process of growing up;	
10. respect others and gradually assume responsibilities toward the group;	
11. assume responsibility for their own health and safety as well as the health and safety of others.	

IDEAS FOR A DEVELOPMENT PLAN FOR SUPERVISORY MEASURES

OBJECTIVES	ACTIVITIES AND MEASURES	DEADLINE	PERSONS RESPONSIBLE

STEP 5

THE HELPING RELATIONSHIP

"Students feel a need to be listened to, and proper support and supervision of student activities can help break through the wall of silence which sometimes grows up between students and educators."

School: A Place to Grow, p. 20.

PRESENTATION

The objectives of this step are to become familiar with the basic concepts of the helping relationship and to explore some of the skills associated with it.

". . . It is the human aspect [of support services] (relationships among students and between students and school personnel) that is the determining factor."[1]

This quotation reflects the importance of quality interpersonal relationships within the framework of support services. The foremost reason for discussing the helping relationship is in response to needs expressed by the students themselves. As seen in the preceding step, students feel a great need to be listened to and understood. They need adults to take a real interest in who they are and what they are experiencing. The helping relationship provides the ideal channel for experiencing and expressing this interest, which is based on genuine consideration for students and respect for their growth and development.

This section was inspired by a working paper on the helping relationship in the secondary school prepared by Jean Lauzon. It will enable participants to hone their skills in order to become more comfortable in their relationships with students.

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[1] *Student Support Services and Supervision of Student Conduct*, p. 25.

Activity 5.1: Definition of the Helping Relationship

Objectives: To define the helping relationship.
To identify why it is important to discuss it.

Procedure: **Entire group** (15 minutes)

The workshop leader writes on the board:

The helping relationship in the school.
WHY?

Participants then write down on W.5.1.1 a reason that embodies for them the importance of discussing the helping relationship. While they are doing this, the workshop leader writes "TO" on one side of the board, with a series of dashes underneath.

Note: The object of this exercise is to have participants word their answers in terms of an objective ("to") rather than in terms of a cause ("because"). Reasons that start with "to" are more likely to convey an internal motivation than those that begin with "because," which often indicate a response to an external constraint. For example, possible answers to the question "Why did you come to this workshop?" are "because my boss asked me to," or "because it's compulsory for everyone." Here, the motivation comes from the boss, or from a sense of obligation. On the other hand, other possible answers could be: "to be able to offer better help to my students, to see how to work together to improve support services." In this case, the motivation is personal and internal. These two types of answers, which correspond to two different levels of motivation, usually lead to significant differences in participation.

The workshop leader then asks participants to give their reasons. When writing them down, it is not necessary to separate variations on the same reason.

In addition to the answers given by the group, the workshop leader can add the following reasons, if they have not already been mentioned:

- to help students with motivation, as opposed to comprehension, the teacher's usual sphere of involvement.;
- to see something other than the "tip of the iceberg" when a student is causing problems;
- to increase the quality of support services by finding concrete ways of getting closer to the students and listening to them.

The workshop leader then presents the following three definitions which can be found on W.5.1.2.

1. "Within the framework of interpersonal relationships, the helping relationship is an approach whose goal is to develop the ability of the person seeking help to live more fully than before contact was established."[1]

2. "The helping relationship is a professional relationship in which a person is helped to adjust to a situation that he or she is not adjusting to normally. This presupposes that the helper is capable of two specific actions:

   i. understanding the problem by putting him or herself in the client's specific situation;

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[1] Lucien Auger, *Communication et épanouissement personnel* (Montréal: Éditions de l'Homme, 1972), p. 14. (This citation is a free translation.)

ii. helping the client to develop personally to achieve the best social adjustment."[2]

3. In a helping relationship between student and teacher, the teacher establishes a significant interpersonal relationship with the student by means of individual encounters, with the goal of helping the student resolve emotional, social or purely academic difficulties.

   Note: The above definition is more closely related to the experience in the school.

The workshop leader concludes this activity by asking participants if they have any comments on the definitions or on questions asked. Elements which will be used during the process can be noted.

Material: W.5.1.1 and W.5.1.2 for participants

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[2] Roger Mucchielli, *L'entretien de face à face dans la relation d'aide* (Paris: Éditions E.S.F. 1977), p. 8. (This citation is a free translation.)

THE HELPING RELATIONSHIP IN THE SCHOOL

Why is it important?

To . . .

THREE DEFINITIONS OF THE HELPING RELATIONSHIP

1. "Within the framework of interpersonal relationships the helping relationship is an approach whose goal is to develop the ability of the person seeking help to live more fully than before contact was established."[1]

2. "The helping relationship is a professional relationship in which a person is helped to adjust to a situation that he or she is not adjusting to normally. This presupposes that the helper is capable of two specific actions:

   i. understanding the problem by putting him or herself in the client's particular situation;
   ii. helping the client to develop personally to achieve the best social adjustment."[2]

3. In a helping relationship between student and teacher, the teacher establishes a significant interpersonal relationship with the student by means of individual encounters, with the goal of helping the student resolve emotional, social or purely academic difficulties.

   Note: The above definition is more closely related to the experience in the school.

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[1] Auger, p. 14.

[2] Mucchielli, p. 8.

Activity 5.2: Developing Skills for the Helping Relationship

Objective: To explore some of the skills associated with the helping relationship.

Procedure: **Individually** (20 minutes)

The workshop leader asks participants to recall a discussion they have had with someone after which they felt that the other person had not listened and had not understood what was said.

Participants note on W.5.2.1 all experiences of this nature and the circumstances surrounding them.

Following this exercise, they try to find the reasons for the failure of the discussion in each case.

In teams of 3 or 4 (15 minutes)

The participants list and discuss the reasons for the communication failure in the experiences that each one has identified. They then list these reasons in order of importance and frequency (W.5.2.2).

Entire Group (15 minutes)

The workshop leader goes around the table to determine which reasons for communication failure the teams feel to be most important and writes them on the board or on a transparency.

He or she then discusses the importance of non-verbal communication, which includes body language and vocal behaviours.

non-verbal language

- body language: posture, facial expression, gestures, glances, perspiration, tics
- vocal behaviour: tone of voice, volume, pauses, silence, hesitation, rhythm

Note: Studies have shown that in a simple message whereby a person conveys his or her interest in another person, 93% of the message is conveyed non-verbally. Moreover, if the non-verbal and verbal messages are contradictory, the non-verbal message will prevail.

Exercise in Attending Skills for Listening (40 minutes)

In teams of 3 (Helper, helpee, observer)

The workshop leader asks members to choose whether they wish to play the role of helper, helpee or observer (everyone will take a turn at each of the roles).

1. The helpee identifies a real or imaginary problem. The observer uses the checklist (W.5.2.3).

2. The helper and the helpee act out a helping relationship lasting a maximum of 5 minutes.

3. One minute before the end, the observer starts checking off on the checklist those elements which the helper is using.

4. The three participants discuss the helping relationship for 5 minutes, beginning with the helper, the helpee and finally the observer.

The team members switch roles and act out another helping relationship.

At the end of the exercise, the workshop leader asks the teams what struck them the most or what they learned from the experiment. Elements identified by the group could be noted and used during Activity 5.3, which deals with the basic concepts of the helping relationship.

Exercise for Identifying Minimal Empathy (20 minutes)

In teams of 3 or 4

Participants do the exercise for identifying minimal empathy (W.5.2.4). The point of the exercise is not to determine which is the best response or which one they would have used in the situation but to determine which one conveys empathy.

The workshop leader corrects the exercise with the group and explains the choices. The appropriate answers are:
1.(b) 2. (d) 3. (b) 4. (c)

Exercise on Expressing Minimal Empathy (30 minutes)

In teams of 3 or 4

Participants write out a response which conveys minimal empathy for each of the examples given on W.5.2.5. Each team will give one response per situation.

The workshop leader and other participants correct the responses when they are presented to the group.

Materials: W.5.2.1, W.5.2.2, W.5.2.4 and W.5.2.5 for participants

COMMUNICATION FAILURE

1. List situations in which you had a discussion with someone and felt afterwards that the person had not heard what you were saying.

2. For each situation, identify reasons for the communication failure.

SITUATIONS	REASONS FOR COMMUNICATION FAILURE

REASONS FOR COMMUNICATION FAILURE IDENTIFIED BY THE GROUP

REASONS	FREQUENCY	COMMENTS

EXERCISE IN ATTENDING SKILLS FOR LISTENING

OBSERVER'S CHECKLIST

Check the appropriate boxes, based on your observation of the situation.

		yes	no
PHYSICAL ARRANGEMENT	furniture arranged in a hospitable way		
	appropriate distance (not too close, not too far)		
POSTURE	posture oriented towards the helpee		
	relaxed yet attentive		
	open position		
	appropriate hand gestures		
EYE CONTACT	looks at the helpee		
	friendly expression		
FACIAL EXPRESSIONS AND HEAD MOVEMENTS	appropriate nods of the head		
	face conveys natural expressions		
	facial expression appropriate to the content of the helpee's message		
VOCAL BEHAVIOUR	pleasant and friendly tone of voice		
	voice is loud enough		
	appropriate rhythm of speech		
	voice appropriate to the content of the helpee's message		
	respect for pauses		
	interjections (hmmm, uh-huh, ahah)		

Observer's Name: _____

Helper: Which of these characteristics do you recognize in yourself?

_____

_____

EXERCISES FOR IDENTIFYING MINIMAL EMPATHY

Instructions: For each of the following situations, indicate which of the responses conveys empathy.

1. A girl

"What am I going to do? I'm pregnant . . . I'm so upset and confused. What are my parents going to say? Are they going to throw me out of the house? What about my boyfriend? Is he going to dump me? I haven't had the nerve to tell anyone yet."

a) You think you're pregnant.
b) You're very upset because you think everyone is going to abandon you because you're pregnant.
c) I think you're overreacting a bit.
d) Come on, calm down, things have changed a lot in the last few years.
e) Have you considered Villa Marie-Claire?

2. A student, in a weak voice

"What can I do? I know I'm going to flunk my year, so what's the point of sticking it out for the last month?"

a) You're really mad that this is happening to you.
b) Have you talked to your parents about it?
c) You think you're not going to pass your year.
d) You're discouraged because you're not going to pass and you feel like quitting.
e) You're feeling pretty down today.

3. A student, in an angry voice

"My mom and dad don't give a hoot about what I do in school. They couldn't care less about me (pounds fist on the table). They wouldn't lift a finger for me!"

a) Are you sure of what you're saying?
b) You're angry because your parents don't care much about you.
c) You have the impression that your parents don't care about you.
d) Your parents' attitude towards you makes you feel sad.

4. An elated student

"Hey! I can't believe it! I just got my math exam back and guess what? I got 80%!"

a) Wow! That's great.
b) I told you you could do it.
c) You're really pleased with the result.
d) You're in seventh heaven over your exam.
e) I'm glad that you're so happy about getting such a good mark on the exam.

EXERCISE ON RESPONDING WITH MINIMAL EMPATHY

Instructions: For each of the following situations, write a response that reflects minimal empathy (one response per three-member team).

1. "Exam time is coming up soon. I'm not too thrilled about it. I'm worried about how I'll do. I hope it won't be too bad."

2. "I got into another argument with my dad last night. I'm sick of him flying off the handle over nothing. If he keeps it up, I'm leaving."

3. I've been trying to find a weekend job for two months now. I don't know why I should bother to keep looking. I always get the same answer. I feel like giving up."

4. "Last night, I made up my mind and I said: 'Mom, we need to talk.' And guess what? She said yes! It's amazing, all the stuff we talked about. I couldn't believe it."

5. "I don't know if I should quit school or not. Some of the stuff is fun, like my friends, lunchtime and improv class. But the courses, yuck! I don't know, maybe . . . ."

Activity 5.3: Basic Elements of the Helping Relationship

Objective: To understand the basic concepts of the helping relationship.

Procedure: **In teams of 3 or 4** (15 minutes)

The workshop leader asks participants to identify some of the basic elements of the helping relationship, based on their experience (W.5.3.1).

Entire group (15 minutes)

The workshop leader writes the elements identified by the participants on the board.

Using transparencies, the leader presents the following four elements, pointing out connections with those identified by the teams.

1. Communication skills (W.5.3.2)
2. Characteristics of non-verbal communication (W.5.3.3)
3. The three dimensions of the helping relationship (W.5.3.4)
4. The four stages of the helping relationship (W.5.3.5)

Materials: W.5.3.1, W.5.3.2, W.5.3.3, W.5.3.4, W.5.3.5 for participants
Transparencies of W.5.3.2, W.5.3.3, W.5.3.4, W.5.3.5
Overhead projector

BASIC ELEMENTS OF THE HELPING RELATIONSHIP

According to your team, what are the basic elements of the helping relationship?

COMMUNICATION SKILLS

Communication skills are the tools with which the teacher-helper provides support. They are listed here in order of importance:

1. Attending skills: the ways in which the helper non-verbally communicates a readiness and willingness to listen to the student with understanding and an open mind.

2. Minimal empathy: a way of responding in which the helper communicates to the helpee his or her understanding of what has been said.

3. Concreteness: the strategy by which the helper guides the student towards clear and concise self-expression in a concrete and personal manner on a particular subject, using open-ended questions and non-interrogative requests for information.

4. Self-disclosure: the strategy by which the helper communicates what he or she really feels and thinks to the helpee without necessarily saying everything.

Self-disclosure depends on two important attitudes: genuineness and sincerity. Genuineness is agreement between what one feels and is aware of, while sincerity is the agreement between what one says and is aware of.

Note: Only the first two skills will be explored in this session.

ATTENDING SKILLS IN LISTENING

Physical layout:
- furniture arranged in a hospitable way
- appropriate distance (neither too close, nor too far)

Posture:
- oriented towards the helpee
- relaxed, yet attentive
- open position
- appropriate hand gestures

Eye contact:
- looks at the student
- friendly expression

Facial expression (represents 55% of the importance attributed to non-verbal communication, which is itself estimated to be 93% of communication):
- appropriate nods of the head
- face conveys natural expressions
- facial expression appropriate to content of student's message

Vocal behaviour (represents 38% of the importance attributed to non-verbal communication):
- pleasant and friendly tone of voice
- voice is loud enough
- appropriate rhythm of speech
- voice appropriate to the content of student's message (a hushed voice indicates confidentiality, a loud and joyful voice indicates a happy event)
- respect for pauses
- presence of interjections (hmmm, uh-huh, ahah)

THE THREE DIMENSIONS OF THE HELPING RELATIONSHIP

1. The Relationship

- A good helping relationship is first and foremost a good interpersonal relationship.

- It is a relationship with another person, not with a problem.

- It is a relationship in which the student feels understood, accepted and trusted, even if he or she is occasionally called into question.

  A good relationship enables:
  - the student to take a clear and rational look at his or her actions and feelings;
  - the teacher to become a significant person with a certain amount of influence, which is not manipulatory.

  This relationship enables the teacher to become the student's ally in the student's desire to change a situation. The problem arises from the fact that there is another party that does not wish to change.

2. The Procedure

- This is the way in which the student expresses him or herself about the problem, that is, his or her way of responding to information, independent of the nature of this information.

- Examining the procedure will reveal the process that the student uses to deal with the problem.

- Whether in the learning process or the personal problem solving process, it is important, satisfying and effective to be skilled at identifying how the student responds in a specific situation.

- It can be recognized in questions such as: "How does the student spontaneously go about resolving the problem?" and "How does the student express thoughts about the problem during an interview?"

3. The Content

- This applies to the nature of the information dealt with.

- It is revealed by questions like, "What is your main problem?" and "What are the solutions?"

- Often, the teacher does not feel like an expert on certain problems. This is why it is advantageous to focus on the procedure and the relationship, rather than on the content of the problem.

THE FOUR STEPS OF THE HELPING RELATIONSHIP

How does a helping relationship between a teacher and a student evolve? How does it begin and end?

1. **Winning the student's confidence**

   Objective: to establish a trusting relationship with the student

2. **Exploring**

   Objective: to identify and define the principal problem(s)

3. **Understanding**

   Objective: to understand and explain the causes of the problem.

4. **Action**

   Objective: to act and to bring about action in order to resolve the problem.

Activity 5.4: A Strategy Model for the Helper in the Helping Relationship

Objective: To examine the process at work in the helping relationship from the helper's perspective.
To explore certain elements of the process.

Procedure: **Entire Group** (15 minutes)

The workshop leader presents the process from the helper's perspective with the transparency of the summary table (W.5.4.1) and the explanatory notes (W.5.4.2).

Note: The instructions for each of the following exercises are given on the resource sheet.

Identification Exercise on the cognitive process (15 minutes)

Individually (5 minutes)

Participants complete the identification exercise individually (W.5.4.3).

Entire group (10 minutes)

The workshop leader gives the answers using the correction sheet (W.5.4.4) and discusses them with the group, if necessary.

Formulation Exercise on the Elements of the Cognitive Process (45 minutes)

In groups of 3 or 4 (20 minutes)

Participants do the formulation exercise by coming up with the three missing elements in the sequence (W.5.4.5).

THE FOUR STEPS OF THE HELPING RELATIONSHIP

How does a helping relationship between a teacher and a student evolve? How does it begin and end?

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Identification Exercise on the cognitive process (15 minutes)

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Participants complete the identification exercise individually (W.5.4.3).

Entire group (10 minutes)

The workshop leader gives the answers using the correction sheet (W.5.4.4) and discusses them with the group, if necessary.

Formulation Exercise on the Elements of the Cognitive Process (45 minutes)

In groups of 3 or 4 (20 minutes)

Participants do the formulation exercise by coming up with the three missing elements in the sequence (W.5.4.5).

Entire group (25 minutes)

The teams present their sequences. The group examines them to identify the diversity of sequences, and the relationship between the elements within a sequence.

Exercise on distinguishing between interpretation and observation (35 minutes)

In teams of 3 or 4 (15 minutes)

Participants do the exercise on distinguishing between interpretation and observation on W.5.4.6.

Entire group (20 minutes)

The group corrects the exercise together. Each team presents its observations.

Materials: W.5.4.1, W.5.4.3, W.5.4.5 and W.5.4.6 for participants
Transparencies of W.5.4.1 and W.5.4.2
Overhead projector

SUMMARY TABLE OF THE PROCESS FROM THE HELPER'S PERSPECTIVE

ACTIVITY	EXPERIENCE	EXAMPLES
OBSERVE the facts presented:	A. Facts observed: words, behaviour, etc.	The student bites her lip, fidgets in her chair, speaks quickly.
INTERPRET the observations:	B. Interpretation: ideas, judgements, inferences	The student is anxious; what she is talking about is making her anxious. She is unaware of her tension.
DETERMINE what action is to be taken:	C. Intention: the desire to help	I would like this student to become aware of her tension.
CHOOSE an action	D. Action: words, gestures	"I have the feeling that it makes you very anxious to talk about this. Am I right?"

THE PROCESS FROM THE HELPER'S PERSPECTIVE

A. Observation: facts observed (words, behaviour)

The first step in developing a strategy is to observe the facts. In other words, in order to understand why a helper said something to a student, one must know what the helper saw, understood, felt or noted in the student's behaviour which led to the adoption of that strategy.

All strategies in the helping relationship begin with observation. For example, the helper observes that the student is biting her lip, fidgeting in her chair, waving her hands about, and speaking rapidly; these words, gestures, behaviours, and physical impressions are perceived through the senses.

B. Interpretation: ideas, judgements, inferences

Obviously, the teacher does not stop at simple facts. They must be given meaning; by interpreting, judging and evaluating these facts, conclusions can be drawn.

Based on what has been observed (the student bites her lip, fidgets in her chair, waves her hands about, speaks rapidly), the teacher determines that: "this student is anxious; what she is talking about is making her anxious." On the basis of other observations, he or she also judges that "she is unaware of her tension".

C. Intention: the desire to help

Now that the teacher-helper has observed the various gestures and has given them a meaning, he or she doesn't just sit back and say, "OK, . . . the student is anxious." In most cases, there is, a spontaneous desire to help, to orient his or her action in a given direction with the intention of providing support. Among the host of possible intentions, the teacher

could thus choose a strategy to make the student aware of her tension. This is the intention.

D. Action: words, gestures

The teacher now chooses and formulates an action that will carry out the intention. He or she could say to the student: "I have the feeling that it makes you very anxious to talk about this. Am I right?" This is the action.

The student's response reveals new observable facts which the teacher will then interpret. This will lead to a new intention, and a new action will in turn be formulated, and so on. The process is thereby set in motion.

This process is repeated continually during the interview. The teacher is either observing, interpreting, determining what action to take or acting. It should be noted that when the behaviour of the teacher in a helping relationship is observed, only the last element, action, is apparent to the observer; all the rest is invisible. The effectiveness of an action depends on the quality of the entire process.

IDENTIFICATION EXERCISE ON THE ELEMENTS OF THE TEACHER-HELPER'S COGNITIVE PROCESS DURING AN INTERVIEW

For each of the following statements, determine whether it is an observation, an interpretation, an intention or an action. (There is no connection between the statements.)

1. I can see that Megan's hands are trembling.
2. I'd like Carl to tell me more about his family.
3. Let's see if Trinh is aware of this contradiction.
4. I find Sylvie very nervous today.
5. I think Rosario is proud of having been able to explain things to her teacher.
6. "So, Patty, how's it going in biology these days?"
7. I smile at Fiona and don't say anything.
8. When I raised my voice, Michael shrank back into his chair.
9. It seems to me that Greg has a lot of difficulty expressing his sadness.
10. Let's see if he's ready to tell me what happened with his friends last night.
11. Now, when I ask Stephen a question about his girlfriend, he looks down.
12. I think Victoria is a little afraid of me.

IDENTIFICATION SHEET ON THE ELEMENTS OF THE TEACHER-HELPER'S COGNITIVE PROCESS DURING AN INTERVIEW

For each of the following statements, determine whether it is an observation, an interpretation, an intention or an action. (There is no connection between the statements.)

1. I can see that Megan's hands are trembling. (observation)
2. I would like Carl to tell me more about his family. (intention)
3. Let's see if Trinh is aware of this contradiction. (intention)
4. I find Sylvie very nervous today. (interpretation)
5. I think Rosario is proud of having been able to explain things to her teacher. (interpretation)
6. "So, Patty, how's it going in biology these days?" (action)
7. I smile at Fiona and don't say anything. (action)
8. When I raised my voice, Michael shrank back into his chair. (observation)
9. It seems to me that Greg has a lot of difficulty expressing his sadness. (interpretation)
10. Let's see if he's ready to tell me what happened with his friends last night. (intention)
11. Now, when I ask Stephen a question about his girlfriend, he looks down.(observation)
12. I think Victoria is a little afraid of me. (interpretation)

FORMULATION EXERCISE ON THE ELEMENTS OF THE TEACHER-HELPER'S COGNITIVE PROCESS DURING THE INTERVIEW

Choose statements from the preceding exercise and complete them with the three other elements of the interaction sequence by indicating, in the space provided, a possible observation, interpretation, intention and action appropriate to the situation.

Example:

A. Observation — I can see that Megan's hands are trembling.

B. Interpretation — She gets especially nervous when she talks about her mother.

C. Intention — I want to try to get her to be more specific about how things are going with her mother.

D. Action — "Tell me a bit about how things are going between you and your mother."

Statement # :

A. Observation _____

_____

_____

B. Interpretation _____

_____

_____

C. Intention _____

_____

_____

D. Action _____

_____

_____

Statement # :

A. Observation _____

_____

_____

B. Interpretation _____

_____

_____

C. Intention _____

_____

_____

D. Action _____

_____

_____

EXERCISE FOR DISTINGUISHING BETWEEN INTERPRETATION AND OBSERVATION

For each of the following examples, list four observations of verbal and non-verbal behaviour which could have led the teacher to make the following interpretations:

Example 1:
Interpretation: Olivia is anxious today.
Observations:

1. _____
2. _____
3. _____
4. _____

Example 2:
Interpretation: Svend is an unmotivated student.
Observations:

1. _____
2. _____
3. _____
4. _____

Example 3:

Interpretation: I have the impression that Stuart is lying to me.

Observations:

1. _____

2. _____

3. _____

4. _____

Example 4:

Interpretation: I think Rowena has trouble asserting herself.

Observations:

1. _____

2. _____

3. _____

4. _____

EVALUATION
OF THE WORKSHOP

WORKSHOP ON STUDENT SUPPORT SERVICES AND SUPERVISION OF STUDENT CONDUCT IN THE SCHOOL

WORKSHOP EVALUATION QUESTIONNAIRE

Indicate whether you agree or disagree with each of the points below by checking the appropriate box.

A = strongly agree
B = somewhat agree
C = more or less agree
D = somewhat disagree
E = strongly disagree

	A	B	C	D	E
1. I have a better understanding of what student support services and supervision of student conduct are.	☐	☐	☐	☐	☐
2. I understand the importance of the quality of the adult-student relationship in support services.	☐	☐	☐	☐	☐
3. I am familiar with various support service models and some experiences with providing support services.	☐	☐	☐	☐	☐
4. I was able to identify ways of improving support services and supervision in the school.	☐	☐	☐	☐	☐
5. I understand the basic concepts of the helping relationship.	☐	☐	☐	☐	☐
6. The documents provided for the workshop were relevant and useful.	☐	☐	☐	☐	☐
7. The workshop was well presented.	☐	☐	☐	☐	☐

8. What were the strengths and weaknesses of the workshop?

STRENGTHS	WEAKNESSES
_____	_____
_____	_____
_____	_____

9. Would a follow-up workshop be useful? Yes ☐ No ☐

If so, what topics should it cover? _____
(Please use other side if more space is required.)

WORKSHOP ON STUDENT SUPPORT SERVICES AND SUPERVISION OF STUDENT CONDUCT IN THE SCHOOL

DOCUMENT EVALUATION QUESTIONNAIRE

This student services document was produced by the ministère de l'Éducation. Any comments and suggestions you may have regarding the document would be appreciated. Please complete the questionnaire and send it to:

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Direction de l'adaptation scolaire
et des services complémentaires
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G1R 5A5

	-				+
Did you like the document? (Circle the appropriate number.)	1	2	3	4	5
Did you find the document useful?	1	2	3	4	5

In what way was it useful? _____

_____

What did you appreciate most about it? _____

_____

What did you appreciate least? _____

_____

In what way could the document be improved? _____

_____

Do you have any other comments or suggestions? _____

_____

_____

What is your occupation? (Check only one.)

non-teaching professional (specialty _____) ☐

teacher ☐ school board administrator ☐

school administrator ☐ parent ☐

At what level(s) do you teach? (check all applicable)

preschool ☐ elementary ☐ secondary ☐

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